

DEPARTMENT OF ENGLISH AND AMERICAN STUDIES



Semester-Guide

for M.A.-Students

Winter Term 2009/10

Departmental administration:

Prof. Dr. Jakob Karg
Room PT 3.2.61

Secretary:

Gaby Hierl
Room PT 3.2.49

Student Advisory Service:

Planning your degree, online-registration, etc.
English Linguistics
British Studies
American Studies
European-American Studies

Wesserle
Hoffmann, Kautzsch
Palitzsch, N.N.
Bauridl
Balestrini

Name	office hour	room PT	Tel.: 943-
ARRINGTON, Doris	Mi 14-16	3.2.43	34 63
AßBECK, Akad. Dir. Dr. Johann	Fr 10-12	3.2.46	34 88
BALESTRINI, Akad. Rätin PD Dr. Nassim	Di 9-10 u. Mi 13-14	3.2.85	35 09
BAUER, Prof. Dr. Laurie	Kontakt: Sekretariat PT 3.2.66		
BAURIDL, Brigit	Mi 14-16	3.2.83	35 07
CAVANNA, Augustus	Do 14-16	3.2.87	35 11
De CARLO, Nickolas	Mo 14-16	3.3.88	34 29
DECKER, Martin	s. Aushang	3.2.47	34 66
DEPKAT, Prof. Dr. Volker	s. Aushang	3.2.71	34 76
DITTMANN, Dr. Joo-Young	Kontakt: jooidi@gmail.com		
DUNPHY, Dr. Graeme	Di 10-12	3.2.58	34 98
FISCHER, Prof. Dr. Roswitha	s. Aushang	3.2.68	34 73
FRITZE, Martin	Do nach Verant		
GESSNER, Dr. Ingrid	s. Aushang	3.2.70	34 75
HEBEL, Prof. Dr. Udo	Di 16-17:30	3.2.73	34 78
HERFELD, Dr. Dorith	Kontakt per e-mail (s.u.)		
HEYL, PD Dr. Christoph	Do 15-16	3.2.45	24 86
HILL, Sophie	Do 8-10	3.2.50	34 69
HOFFMANN, Dr. Thomas	Mo 14-16	3.2.79	35 03
KARG, Prof. Dr. Jakob	Do 10-11	3.2.61	35 01
KAUTZSCH, Dr. Alexander	Mi 10-12	3.2.69	34 74
KOCH, Walter	nach der Veranstaltung		
KOHEN, Jamie	Di 13-14, Mi 11-12	3.2.50	34 69
KUNST, Sabine	Kontakt:		
LEHNER, Sandra	Mo 10-12	3.2.59	34 99
LEIKAM, Susanne	Mi 14-16	3.2.70	34 75
LENZ, Akad. Dir. Dr. Peter	Mi 12.30-14	3.2.44	35 06
MCINTOSH-SCHNEIDER, Julia	Mi 9-11	3.2.57	34 97

Name	office hour	room PT	Tel.: 943-
MCKAY, Lachlan	Mo 14-16	3.2.43	34 63
MIETHANER, Dr. Ulrich	Kontakt: umiethaner@yahoo.de		
MORETH-HEBEL, Christine	Kontakt: ch.moreth-hebel@web.de		
PALITZSCH, Francesca	Di 14-16, Mi 13-14	3.2.59	34 99
PESOLD, Ulrike	Mo 12-14	3.2.45	24 86
PULACZEWSKA, Dr. Hanna	Kontakt über Sekretariat PT 3.2.66		
REGNAT, Josef	nach Verant.	josef.regnat@t-online.de	
REGNAT, Marianne	nach Verant.	mregnat@web.de	
RENNER, Carol	nach Verant.	carol.renner@keh.net	
SCHLEBURG, Dr. Florian	Di 14-15	3.2.82	35 02
SCHLÜTER, PD Dr. Julia	Kontakt über Sekretariat PT 3.2.66		
SCHNEIDER, Prof. Dr. Edgar W.	Mi 10-12	3.2.65	34 70
SIEBERS, Dr. Lucia	Di 14-15	3.2.80	35 04
STEGER, Maria	Di 15.30-16.30	3.2.81	35 05
STELTER, Julia	Do 12-13	3.2.55	30 46
SZLEZÁK, Dr. Edith	Mo 14-15	3.3.57	39 80
SZLEZÁK, Klara	Mi 8:30-10:30	3.2.88	18 09
THURSTON, Naomi	Di 12-14	3.3.88	34 29
UPPENDAHL, Steve	Mo 10-12	3.2.88	18 09
VIERTLBÖCK, Eva	Mo 14-16	3.2.86	35 10
WALLER, Peter	Do 12-13	3.2.60	35 00
WANNISCH, Theresa	Fr 10-11	3.2.55	3046
WASMEIER, Margaret	Mi 9-10:30	3.2.43	34 63
WESSERLE, Brigitte	Mo-Fr 10-13	3.2.62	36 67
ZWIERLEIN, Prof. Dr. Anne-Julia	Di 12-13	3.2.48	34 67

e-mail normally according to this pattern: firstname.surname@sprachlit.uni-regensburg.de

Contents

A. General Information	4
1. Planning your degree.....	4
1.1 Regulations and module descriptions.....	4
1.2 Degree Structure and Credit Points (CP).....	4
1.2b Table: Overview of Compulsory Modules and Courses	5
1.3 General information on the courses.....	6
1.3.1 Language	6
1.3.2 Regulations on dropping out from chosen courses	6
1.4 Announcements	6
2. Important dates and deadlines	6
2.1 Registering for courses (RKS-System)	6
2.3 FlexNow Registration.....	7
B. Overview of courses offered this semester	8
M.A. English Linguistics	8
M.A. British Studies	12
M.A. American Studies and M.A. European-American Studies	18
C. For Fun.....	23
RUPs, too	23
MultiMediaZentrum, Universitätsbibliothek	23
Trip to Irland	23

URL of our Department's Homepage: www-deas.uni-regensburg.de

A. General Information

1. Planning your degree

1.1 Regulations and module descriptions

It is very important that at the beginning of your studies you familiarize yourself with the requirements of your chosen degree programme.

This includes the overview table on the following page of this booklet, the **module descriptions** of your programme (see <www-modul.uni-r.de/master/>) and the official **regulations** called „Masterprüfungsordnung“ (see the link on our homepage).

1.2 Degree Structure and Credit Points (CP)

All our MA-programmes consist of 5 modules, adding up to 120 Credit Points in total. This means that for each course you successfully pass you will be awarded a certain number of credit points (see tables below and overleaf) according to the workload involved.

There are certain rules as to which courses or modules you are supposed to have finished first (usually M-31), but on the whole, this structure allows you to arrange your degree programme relatively freely according to your topics of interest and specialization.

The set structure demands that for each module you take a certain number of courses belonging to a particular category. These categories are labelled „HS“ (Higher level Seminar), „V“ (Lecture), „OS“ (Advanced Seminar), „KO“ (Kolloquium), „S“ (Seminar) and „CS-Adv“ (Cultural Studies Advanced).

Within these categories, however, each semester a different array of courses and topics is offered from which you can make your own choice.

Example:

- module ELG-M32 „HS/OS“: you may choose one of the courses listed on pp. 10-11
- module BLK-M32 „V“: you may choose one of the courses listed on p. 12
- module AMS-M32 „CS-Adv.“: you may choose one of the courses listed on pp. 19-20

During your first semester we recommend that you take „Academic Writing/Skills“, „Reading and Discussion“ and about 2 other courses (for American Studies, one of these should be „Fundamentals“, for Linguistics an „Introduction to Old / Middle English“).

After your second semester, you should have successfully completed at least your Core Module (M-31) plus another 40 Credit Points from your other modules.

Course type (category)	CP
V (lectures)	8
HS (Higher level seminars) / OS (Advanced Seminars)	10
CS-Adv. (Cultural Studies Advanced)	8
ME/OE (Middle / Old English) Introduction	8
ME/OE (Middle / Old English) Advanced	10
Academic Writing / Skills	4
other courses: see table overleaf	

Tab. 1.2a: Credit Points per course type

1.2b Table: Overview of Compulsory Modules and Courses

Obligatory modules in the Masters-programmes (cf. regulation of studies: Masterprüfungsordnung vom 11.01.2006 in der Änderungsfassung vom 25.06.2007)

Master English Linguistics	Master British Studies	Master American Studies	Master European-American Studies
ELG-M31: Core Module (20CP)	BLK-M31: Core Module (20CP)	AMS-M31: Core Module (20CP)	EAS-M30: Core Module (20CP)
Readings in Linguistics (8CP) Intro OE/ME/ EModE ¹ (8CP) Academic Writing (4CP)	Reading and Discussion (6CP) Kolloq. British Studies (10CP) Academic Writing (4CP)	Fundamentals of Am.Stud. (8CP) Reading and Discussion (8CP) Academic Writing (4CP)	Readings Europ.-Am. Relations (8CP) Transatlant. Institutions (8CP) Academic Skills (4CP)
ELG-M32: Structures of English (28CP)	BLK-M32: British Studies I (22CP)	AMS-M32: American Studies I (26CP)	EAS-M31: Vertiefungsmodul (34CP)
HS/OS Engl. Linguistics (10CP) V Engl. Linguistics (8CP) Adv. OE/ME/EModE (10CP)	HS British Studies (10CP) V Modern Theories of Lit. (4CP) CS-Adv. Brit.Isles (8CP)	HS American Studies (10CP) V American Studies (8CP) CS-Adv. USA (8CP)	S/HS Cultural Relations (10CP) V International Politics (8CP) CS-Adv. Europ-Am. Studies (8CP) V/S American or European Topics (8CP)
ELG-M33: Uses of English (22CP)	BLK-M33: British Studies II (28CP)	AMS-M33: American Studies II (min. 24CP)	EAS-M32 od. M33 od. M34 (24CP)²
HS/OS Engl. Linguistics (10CP) V Engl. Linguistics (8CP) Adv-Course Engl. Ling. o.ä. (min. 4CP)	V British Studies (8CP) HS British Studies (10CP) HS British Studies (10CP)	HS/OS American Studies (10CP) Adv-Course Am. Studies (min 7CP) Adv-Course Am. Studies (min 7CP)	Adv-Course (8CP) ² Adv-Course (8CP) ² Adv-Course (8CP) ²
ELG-M34: Projekt-/Praxismodul (20CP)	BLK-M34: Projekt-/Praxismodul (20CP)	AMS-M34: Projekt-/Praxismodul (20CP)	EAS-M35: Projekt-/Praxismodul (12CP)
ELG-M35: Masterarbeit (30CP)	BLK-M35: Masterarbeit (30CP)	AMS-M35: Masterarbeit (30CP)	EAS-M36: Masterarbeit (30CP)
S/Kolloquium (6CP) MA-Thesis (24CP)	Research Workshop (6CP) MA-Thesis (24CP)	Research Workshop (6CP) MA-Thesis (24CP)	Research Workshop (6CP) MA-Thesis (24CP)
Total: 120 CP	Total: 120 CP	Total: 120 CP	Total: 120 CP

→ General information and prerequisites:

- *Prerequisites:*
 - B.A. or equivalent in a related discipline
 - very good command of the English language
 - normally a stay of at least 6 months in an English-speaking country (MA British Studies or Engl. Linguistics), viz. North America (MA American Studies);
 - 2 months (North America) for European-American Studies
- *Structure:*
 - these 5 modules (in total 120 CP) should be completed within 4 semesters, which results in about 30 CP per semester
 - the respective core modules should be completed within the first 2 semesters of study

→ Further information: Homepage of the Department (> Studium > Master) + www-modul.uni-r.de

¹ In case you have already completed such a course within your BA-programme, you will need to choose a different stage of the English language.

² All three courses must belong to one of the following subject areas:

- European-American language relations, for EAS-M32, or
- European-American relations in literature and culture, for EAS-M33, or
- European-American relations in history, politics or economy, for EAS-M34.

1.3 General information on the courses

1.3.1 Language

Courses with an English language title will be taught in English.

1.3.2 Regulations on dropping out from chosen courses

If you realise for some reason that you have either chosen too high a workload for one semester or that a course does not correspond to your interests, you may drop a course during the first 3 weeks of term. However, you may not drop out of courses after the 3rd week of term, otherwise it would count as a fail.

In the case of failure, each course type may only be repeated once.

1.4 Announcements

All announcements are posted in our **department** (PT, second floor) on the notice board.

Further important information can be found on the departmental **internet** site (www.uni-r.de/Fakultaeten/phil_Fak_IV/Anglistik/index.htm). Here, you can also register for our **news-letter-service** which will help you not to forget important dates (e.g. registration deadlines on FlexNow, see section 2.3).

2. Important dates and deadlines

2.1 Registering for courses (RKS-System)

In order to be admitted to your chosen courses, you need to register for them online.

1. The **login-site** can be found here: → <http://www-rks.uni-r.de/links.phtml>, or via the departmental homepage → „Online-Anmeldung“.

2. You then need to choose the **correct semester** (e.g. „**WS09/10**“) directly underneath the heading „Anglistik und Amerikanistik“, and click on „**Übersicht**“.

This shows you all courses offered by the department for summer term 09.

3. Now you need to find the **course** you would like to register for (e.g. No. 35 846 „Academic Writing / Skills“), and click on „**ja, jetzt**“ in the column „Anmeldung im RKS“. Of course, you can only register for a course during the registration-period (see below).

4. The system asks you to confirm your choice by entering your **NDS-ID** and affirming „**verbindlich anmelden**“.

→ „what is my NDS-ID?“ → *You have been given this ID plus password when you first matriculated here at university. If you have never used it before (e.g. for logging on to the computers on-campus), you will first have to change the password.*

5. **Repeat** this procedure for all courses you would like to register for.

6. „**Taler**“

Now, in order to improve your chances of getting into your chosen courses, you can set „Taler“ (virtual money) for each course.

- choose „**Mein RKS**“ (top of the page), and log on with your NDS-ID + password.
- choose the correct semester in the left column (e.g. „**WS09/10**“)
- a list of courses you have registered for so far will appear
- enter the number of „**Taler**“ you would like to invest for each course in the blank
- click on „**Taler eintragen**“ (only then your entry will be registered by the system)

Remember that in total you have 12 Taler per course-type (or course-category). If you are only taking one course of a certain category, it is therefore advisable to set the entire amount of 12 Taler for that given course.

Further information can be found on our homepage (URL: see p. 3). Should you have any questions, please do not hesitate to contact the „Studienbüro“ (PT 3.2.62).

→ **RKS-Registration-period** winter term 09/10: **Mon, 3.8.09, 2pm – Mon, 17.8.09, 10am**

Please note:

Should you not have been admitted to a chosen course by the system, then please contact your programme-leader directly to help you in sorting out possible alternatives.

2.3 FlexNow Registration

FlexNow is a system for managing your transcript of records. In order for you to be awarded credit points for successfully completed courses, your grade will have to be entered into this programme. This requires that, during the registration-period, **you register yourself** for all courses you have chosen to attend in a given semester.

Note: the above mentioned RKS-System for course-registration does NOT automatically include your registration in FlexNow. This means that it is very important that – in addition to RKS – you also make sure to register yourself on FlexNow each semester!

→ **FlexNow-Registration period** winter term 09/10: **Mon, 2. Nov. – Fri, 20. Nov 2009 !!**

Please make sure that you do not miss this date, as it is very difficult to add you to the system after that period!

Should you have any problems / questions regarding FlexNow, please feel free to come and see B. Wesslerle in the Studienorganisationsbüro (PT 3.2.62) who will be very happy to help as long as the registration period is running.

We strongly advise you not to wait until the last day of registration, as it may need some time to fix potential technical or personal problems.

Login-site: → www-verwaltung.uni-regensburg.de/flexnow.htm

B. Overview of courses offered this semester

Changes of programme:

Please note that also after this booklet has been issued there may be changes in the programme (e.g. room changes, timetable changes, new courses, etc.).

Thus it is very **important that you inform yourself regularly** via our homepage, or the notice-board next to PT 3.2.62.

M.A. English Linguistics

Thematische Vorlesungen (Lectures)

35 703 English Lexicology
2 st., Mi 08:30-10, H 8

Schneider

Lexicology is the sub-discipline of linguistics which deals with the vocabulary as a level of language organization. More specifically, it shows that the set of words of a language, at first sight merely an enormously large number of independent items which can at best be listed alphabetically, is in fact not a chaotic accumulation but rather an ordered network of units which are connected by complex internal structures – and these relationships have psycholinguistic reality and constitute part of our linguistic knowledge, so, for instance, they can also make language learning and vocabulary acquisition more effective. Conventionally, lexicology is subdivided into the two disciplines of lexical semantics and word formation, which describe systematic relationships on each of the two sides of a linguistic sign (after Saussure), i.e. signifié-signifiant, or meaning- form, respectively. Thus, after an introductory part the first half of this lecture will give a survey of the concepts and problems of lexical semantics, the description of word meanings. After addressing some basic questions of semantics in general, we will be looking at the theories of word fields, lexical features, semantic prototypes, semantic relations, metaphor and metonymy, syntagmatic semantics, polysemy and vagueness of meaning, and semantic change. The second part will then be devoted to word formation, including fundamental issues like productivity or lexicalization, as well as the types and processes of word formation in English. — Recommended reading:

Jean Aitchison, *Words in the Mind. An Introduction to the Mental Lexicon*. 3rd edition. Oxford, Cambridge, MA: Blackwell 2002.

Ingo Plag, *Word Formation in English*. Cambridge: Cambridge University Press 2003.

Howard Jackson and Etienne Z'Amvela, *Words, Meaning and Vocabulary: An Introduction to English Lexicology*. 2nd ed. London: Continuum 2007.

Requirements for a Schein: Regular attendance, final exam. No RKS-registration required.
Note: *Lecture starts on October 28.*

Seminare (Seminars)

35 723 Altenglische Sprache u. Kultur (m. Schein gem. LPO I, §68 Abs.1 Nr.3c)
2 st., Mo 12-14, ZH 5

Schleburg

Trotz aller Internationalität verrät noch das Englische der Gegenwart im Grundwortschatz und in den morphologischen Strukturen seine germanische Herkunft. In den ältesten schriftlichen Zeugnissen fallen die ererbten Gemeinsamkeiten mit dem Deutschen noch weit stärker ins Auge, und viele Unregelmäßigkeiten der neuenglischen Grammatik werden als Relikte früherer Regeln erkennbar. Diese Übung stellt Schreibkonventionen, Lautsys-

tem, Morphologie, Wortschatz und Syntax des Altenglischen anhand einer Textsammlung vor, die zugleich einen Eindruck von Reiz und Vielfalt der angelsächsischen Überlieferung vermitteln soll. Eine erfolgreiche Teilnahme setzt regelmäßige Nachbereitung des Stoffes im Semester voraus. — Anforderungen für Scheinerwerb: Klausur. Textgrundlage: W. Obst & F. Schlegel, *Lehrbuch des Altenglischen*, Heidelberg 2004.

Mittelenglische Sprache u. Kultur (m. Schein gem. LPO I, §68 Abs.1 Nr.3c)
2 st.,

35 724 Mi 12-14, PT 2.0.4

Schlegel

35 725 Mo 14-16, PT 2.0.3A

Schlegel

Die Werke des Dichters Geoffrey Chaucer (†1400) gehören zu den vergnüglichsten Texten der englischen Literaturgeschichte. Seine Sprache, der spätmittelenglische Dialekt der Hauptstadt London, weist bereits die Mischung von germanischen und romanischen Elementen auf, die das heutige Englisch charakterisiert, und ist mit etwas Übung genussvoll zu lesen. Anhand von Ausschnitten aus dem tragikomischen Liebesroman *Troilus and Criseyde* stellt dieser Kurs Schreibkonventionen, Aussprache, Wortschatz, Morphologie und Syntax der Sprache Chaucers vor. Eine erfolgreiche Teilnahme setzt regelmäßige Nachbereitung des Stoffes im Semester voraus. — Anforderungen für Scheinerwerb: Klausur. Textgrundlage: W. Obst & F. Schlegel, *Die Sprache Chaucers*, Heidelberg 1999.

35 726 Mittelenglisch für Fortgeschrittene
2 st., Mi 14-16, ZH 5

Schlegel

Dieser freiwillige Lektürekurs wendet sich an Studenten, die die Einführung „Mittelenglische Sprache und Kultur“ absolviert haben und ihre Kenntnisse aus historischem Interesse und/oder im Hinblick auf eine Prüfung zu vertiefen wünschen. In der Auswahl der Übersetzungstexte und der behandelten Stoffgebiete richten wir uns nach den Empfehlungen der „Orientierungshilfe“ für das schriftliche Staatsexamen bzw. den Wünschen der Teilnehmer. Der Kurs eignet sich auch für Studenten, die einen mittelenglischen Text für die mündliche Staatsexamens- oder Magisterprüfung vorbereiten möchten. — Keine Anmeldung erforderlich. Erwerb von Leistungspunkten nach Absprache möglich.

35 727 Altenglisch für Fortgeschrittene
2 st., Mi 16-18, PT 1.0.2

Schlegel

Dieser freiwillige Lektürekurs wendet sich an Studenten, die die Einführung „Altenglische Sprache und Kultur“ erfolgreich absolviert haben und ihre Kenntnisse aus historischem Interesse und/oder im Hinblick auf eine Prüfung zu vertiefen wünschen. In der Auswahl der Übersetzungstexte und der behandelten Stoffgebiete richten wir uns nach den Empfehlungen der „Orientierungshilfe“ für das schriftliche Staatsexamen und nach den Wünschen der Teilnehmer. Der Kurs eignet sich auch für Studenten, die einen altenglischen Text für die mündliche Staatsexamens- oder Magisterprüfung vorbereiten möchten. — Keine Anmeldung erforderlich. Erwerb von Leistungspunkten nach Absprache möglich.

Hauptseminare (Higher-level Seminars)

35 735 World Englishes: Evolution and Text Analyses
2 st., Do 8-10, PT 2.0.3A

Schneider

The second half of the 20th century has seen new varieties of English emerge around the globe as a consequence of the colonial expansion of the British empire. Interestingly enough, the demise of the colonial period has not resulted in the English language disappearing in many of these countries, but, in contrast, the language evolution gaining new momentum, with new varieties developing and English now being spoken natively by increasing numbers of people also in Asia and Africa. The language has been nativized and

has developed specific forms and functions in many countries around the world. In some countries, such as Australia and New Zealand, it is the mother tongue of the majority or, as in South Africa, a significant portion of the population. In many other countries in Africa and Asia, such as Nigeria, Cameroon, Uganda, India, Sri Lanka, Malaysia, or Singapore, it serves as a widely used second language and frequently enjoys official, constitutional status. Furthermore, there are countries in the Caribbean, in Africa, and in the Pacific area where English is the official language but in practice the dominant language spoken by the population is a daughter language derived from English with significant non-English structural properties, a pidgin or creole. In the first part of the term, we will be concerned with general issues, such as status differences between English as a native, second or international language, a sociohistorically grounded and linguistically informed model of the evolution of postcolonial Englishes, the linguistic processes observable in these contexts, and characteristic linguistic features of World Englishes. The second half of the term will be devoted to case studies of individual countries, with attention paid to their historical and sociolinguistic background factors and, as far as reasonably possible, the functions and formal properties of English spoken in the respective regions. In particular, strong emphasis will be paid to linguistic samples: We will analyse tape and text samples (brief audio recordings as well as selections from electronic corpora and other sources, for example samples from the internet). Participants will have to discuss such samples in class, paying attention to the sociohistorical and sociocultural background facts and settings of the respective variety and the distinctive features found in their samples. — Requirements for a Schein: Regular attendance and participation; written exam based on obligatory reading; sample-based class presentation; term paper. — Obligatory reading: David Crystal. 2003. *English as Global Language*. 2nd edition. Cambridge: Cambridge University Press. Edgar W. Schneider. 2007. *Postcolonial English*. Cambridge: Cambridge University Press. (except ch. 6)

35 736 Listening to World-Wide English: Issues of Pronunciation
2 st., Blockseminar 19.10.-14.11.09, jew. Fr. nachm. + Sa.,
genauer Termin u. Ort nach Ankündigung

Bauer

While it may be true that Americans say *truck* while Britons say *lorry*, if we want to tell where someone comes from, there is no point in waiting for a telltale vocabulary item like this to arise spontaneously (if it did, what would we expect from a New Zealander anyway?). Rather, we have to think about the information provided by pronunciation. We all know that Americans don't sound the same as Britons, that Australians and New Zealanders sound similar and that none of these varieties has a phonetic system derived from Scots. But can we tell what kind of English we are listening to? What clues should we listen for? Given that the various kinds of English do sound different, why should that be? What did the input varieties sound like? And what can we learn about processes of phonetic and phonological change from the diversification of Englishes? — Prerequisites: "Zwischenprüfungszeugnis" or "Proseminar Linguistik (Vertiefungsmodul)". — Reading: Bauer, Laurie 2002. *An Introduction to International Varieties of English*. Edinburgh: Edinburgh University Press. Other reading to be advised in class. — Requirements for a Schein: Regular attendance and participation; written exam based on obligatory reading; presentation; term paper.

35 737 Research Methods in Language Variation and Change
2 st., Blockseminar, 27.11.09 u. 22.01.10: 14-18; 18.02.10 u. 19.02.10: 10-18 Schlüter

This course introduces students to the array of empirical research methods that linguists have at their disposal for studying variation and change in language use. It aims at enabling students to make an informed choice of a methodological approach for investigating a linguistic phenomenon that they are interested in. It will therefore be of particular use for (but not restricted to) students who are considering writing their degree theses (Zusatzarbeiten, BA or MA theses) in English Linguistics. The research methods that will be discussed include: fieldwork and linguistic mapping; methods of phonetic and phonological analysis; corpus compilation, annotation and retrieval; applications and problems of

corpus analysis; experimental settings; the combination of multiple approaches; applications of advanced statistical procedures. Students in this seminar will be expected to participate in a twofold project: On the one hand, groups of two or three students will be assigned chapters of a textbook project written by leading linguists in the field, which they will be asked to present, evaluate, contextualize and supplement in accordance with guidelines provided by the instructor (who is co-editor of the projected volume). On the other hand, they will be asked to carry out their own exemplary case study of a linguistic phenomenon of their choice and to document it in a format appropriate to be published on a website accompanying the textbook. – The core readings for the in-class presentations (i.e. the textbook chapters) will be made available on the K: Drive (Kursserver) in the University network; additional literature will be provided in a *Semesterhandapparat* in the University Library. The first meeting of the seminar (Friday, 27 November) will be devoted to introducing the topic and settling organizational issues. At the second meeting (Friday, 22 January), we will discuss the respective assets, limitations and problems of the methodologies described in the textbook chapters. A final two-day block session (Thursday and Friday, 18 and 19 February) will be reserved for presenting applications of the methodologies as case studies. – Requirements for credit include regular attendance, active participation during the sessions, an oral presentation on one of the chapters with a handout, and a written draft of a webpage supplementing the textbook chapter. — Prerequisites: "Zwischenprüfungszeugnis" or "Proseminar Linguistik (Vertiefungsmodul)". — This advanced course is also open to students of the M.A. and Ph.D. programme in English linguistics.

35 738 Contrastive Pragmatics (Blockseminar)

2 st.: 22.10., 19.11., 17.12.09, u. 21.1.10, jew. 16.30-20;

2.-5.3.10: jew. 9.30-13, 18.3.10: 16.30-18; Raum s. Aushang

Pulaczewska

The purpose of this seminar is to enable the participants to study contrasts in language use between English and other languages (German or a different mother tongue) from a cross-cultural perspective. It will start from examining the basic notions of linguistic pragmatics as the study of language use, and its relationship to the study of language structure. We will discuss cultural differences reflected in different communication strategies, and the dangers inherent in the transfer of a language learner's native strategies of communication into the foreign language. Special attention will be offered to the contrastive study of verbal politeness. The course will culminate in a simple practical project in contrastive pragmalinguistics to be conducted by each participant. — Prerequisites: "Zwischenprüfungszeugnis" or "Proseminar Linguistik (Vertiefungsmodul)". — Requirements: attendance, reading assignments, oral presentation of a research paper, research project.

Academic Writing

35 846 2 st., Fr 12-14, W 116

Balestrini

→ see description on p. 21

Credit for: all MAs of Department of English and American Studies

M.A. British Studies

Vorlesungen (Lectures)

35 750 Ringvorlesung: Gender and Creation
2 st., Mo 16-18, H23

Zwierlein et al.

This lecture series, featuring scholars from Britain and Ireland, English Departments in Germany, as well as the University of Regensburg, aims to investigate in how far creativity and authorship were and are gender-specific concepts. From antiquity onwards, intellectual creativity was associated with the male, and material procreation (or gestation) with the female. Making use of recent developments in gender studies, science and literature studies, in the history of medicine and biology as well as in cultural studies and narratology, the series will investigate to what extent, in the course of literary and cultural history, discussions about authorship utilized gender-specific role attributions, connected to the traditional culture-nature / male-female dichotomies – and in how far literary texts and cultural artefacts subverted or supported this process of attribution. Congruences and divergences between biological and spiritual concepts of creativity, creation and procreation will be at the centre of interest. Individual lectures in the series will be concerned with medieval and early modern women writers, with Enlightenment struggles over the concepts of 'spleen' and creativity, gendered concepts of authorship during Romanticism, nineteenth-century authors and constructions of masculinity, sexualized narratives of (male) creativity in modernist art, and the phenomenon of 'double colonization' and female authorship in postcolonial literature. — Requirements: regular attendance and written final exam.

Texts: The Norton Anthology of English Literature, 8th rev. ed., vol. 1, ed. Stephen Greenblatt: The Middle Ages through the Restoration and the Eighteenth Century (New York: W.W. Norton, 2006); vol. 2, ed. Stephen Greenblatt: The Romantic Period through the Twentieth Century (New York: W.W. Norton, 2006); Hadumod Bußmann and Renate Hof, eds., Genus: Zur Geschlechterdifferenz in den Kulturwissenschaften (Stuttgart: Kröner, 1995); Ina Schabert, Englische Literaturgeschichte aus der Sicht der Geschlechterforschung (Stuttgart: Kröner, 1997); Catherine Belsey and Jane Moore, eds, The Feminist Reader: Essays in Gender and the Politics of Literary Criticism (1989; 2nd ed. London: Palgrave Macmillan, 1997); Christina von Braun and Inge Stephan, eds, Gender@Wissen: Ein Handbuch der Gender-Theorien (Köln: Böhlau, 2005).

35 751 The Nation's Favourite Poems: British Poetry Through the Ages
2 st., Do 8-10, H 7

N.N.

In a 1995 opinion poll, the British public elected their favourite poems. The chosen texts were later anthologized under the title of *The Nation's Favourite Poems*. Taking this anthology as our starting point and our canon, we will examine how British poetry evolved through the centuries and what poems from various literary periods appear to be significant or particularly aesthetically satisfying to present-day readers. Beginning in the Renaissance, this lecture will provide an overview over important developments in British poetry. Each session will consist of a theoretical overview and a (more practically orientated) demonstration of a close reading of a selected poem characteristic of the respective period. — Requirements: regular attendance and written final exam. — Useful further reading: Griff Rhys Jones (ed.) *The Nation's Favourite Poems*, London: BBC Worldwide, 2006; Peter Hühn, *Geschichte der englischen Lyrik*, Tübingen: Francke (UTB), 1995; Christoph Bode, *Einführung in die Lyrikanalyse*, Trier: WVT, 2001.

Cultural Studies Advanced

35 782 Churches in Britain
2 st., Di 12-14, R 008

Dunphy

35 783 The British and the Germans - Political and Cultural Perspectives
2 st., Di 12-14, CH 13.0.82

Lehner

In the past decade several attempts have been made to reconcile Britain and Germany by highlighting the two nations' common heritage. Recently, the definition and understanding of other cultures has become a growing trend and a plethora of books on this topic has been published. In *Typisch Englisch* Hans-Dietrich Gelfert traces the origins of some key features of Britishness. One of the English counterparts, *My Dear Krauts* (German edition), was written by Roger Boyes, foreign correspondent of *The Times* in Berlin. Strikingly, the British publisher resolved to rename the book: *A Year in the Scheiße* became immensely popular in Britain whereas German criticism proved devastating. Whether these responses can be attributed to the famous German lack of humour or the *post-colonial arrogance* (R. Boyes) of the British, is open to debate. This seminar will investigate the Anglo-German relationship from different perspectives. Proceeding chronologically, we will shed light on ethnogenesis as well as differences and similarities in political, historical and cultural development. The Middle Ages and the Early Modern Period shall be covered in a few meetings. Our primary focus, however, will be on the 19th, 20th and 21st centuries. We will engage with contemporary political and cultural issues but also discuss the work of institutions like the *Goethe Institute* or the *British Council*. How can we describe the current condition of our relationship? Is reconciliation between the two nations necessary at all? Or is Boyes's allegiance to be trusted, that finally, more than sixty years after WW II, the British and the Germans have come to acknowledge that they are *cousins, the same tribe*? The concrete topics will depend very much on the participants' own choices and interests. The potential sources of our discussion and interpretation are diverse: literature (e.g. Shakespeare, Goethe, Erskine Childers's *The Riddle of the Sands*, Robert Harris's *Fatherland*), essays, definitions of culture, political speeches, newspapers, magazines, cartoons, school books, radio broadcasts, TV series (e.g. *Fawlty Towers*), sports events ... Students who are interested in both English and German politics, history and culture may profit from this seminar as well as those who would like to specialize on the topic for oral exams both in English or History. Master copies will be made available at the beginning of term.

35 784 The Commonwealth of Nations
2 st., Do 12-14, PT 1.0.2

McIntosh-Schneider

This course aims to give an overview of the Commonwealth of Nations. The first weeks will be devoted to studying the history of the Commonwealth and its organisations. In the main part of the course we will study different countries to illustrate the diversity of member states and additionally show how the Commonwealth is working for them. Students will be asked to explore various aspects of the countries including history, society, art, music and literature. — Course requirements are an oral presentation, active in-class participation, and an eight-page research paper.

35 785 Hard Times: The North from the Victorian Age until the 1930s
2 st., Fr 12-14, CH 13.0.82

McKay

This term we are going to examine the changes which took place in the wake of the Industrial Revolution and how they affected life in the North of England up until the 1930s. With the help of readings, film excerpts, charts, etc. coupled with group discussions, we will be dealing with the complexities of the British class system, the socioeconomic upheavals,

the disintegration of traditional values, the Women's Rights Movement, Poor Relief, ruthless town planning and a lot more. — *Course requirements:* Requirements: regular attendance, active participation, an oral presentation and an end-of-term research essay. —

Further reading (small selection):

Briggs, Asa. *A Social History of England* (1983)

Chadwick, Edwin. *The Chadwick Inquiry on the Sanitary Condition of the Labouring Population* (1842-43)

Engels, Friedrich. *The Condition of the Working-Class in England in 1844* (1845).

Harvie, Christopher and H. C. G. Matthew. *Nineteenth-Century Britain: A Very Short Introduction* (2005)

Holtby, Winifred. *South Riding* (1936)

Marwick, Arthur. *Culture in Britain since 1945* (1991)

Mill, John Stuart. *The Subjection of Women* (1869)

Orwell, George. *The Road to Wigan Pier* (1937)

Priestley, J. B. *English Journey* (1934)

This course is suitable for intercultural studies!

35 786 Blockseminar: Irish History and Culture (Irland-Exkursion)

2 st., der genaue Termin wird bei einem Vortreffen Ende des WS 2009/10 festgelegt; die vorangemeldeten TN werden per e-mail informiert; bei entsprechender Nachfrage sind zwei Termine möglich (Mitte Juni + Mitte Sept. 2010) Lenz

Die Teilnahme an der 8-tägigen Exkursion steht allen Studierenden der Anglistik/ Amerikanistik offen, die sich für die Geschichte, Kultur und Literatur Irlands und die daraus resultierenden Beziehungen zwischen der "Grünen Insel" und Großbritannien bzw. den USA interessieren und die — wegen der *walking tours* in wilder Landschaft zu historischen Städten — eine sportliche Grundeinstellung aufweisen. Der vorausgehende Besuch von "An Introduction to British and Irish Studies" oder eines Seminars zur irischen Literatur und Kultur (Grund- oder Hauptstudium Literaturwissenschaft/ *Cultural Studies*) wird empfohlen, ist aber nicht Bedingung für die Teilnahme. Aus organisatorischen Gründen ist die Teilnehmerzahl **pro Fahrt auf 14 begrenzt**. Interessenten/innen wird empfohlen, sich **baldmöglichst persönlich oder bei der elektronischen Kursanmeldung anzumelden**.

Reiseziel ist *Valentia Island*, eine kleine Insel im äußersten Südwesten, direkt am weltberühmten *Ring of Kerry* gelegen. Von unserem Stützpunkt *Portmagee* aus unternehmen wir Tagestouren zu prähistorischen, frühchristlichen und neuzeitlichen Stätten, die für die Bedeutung Irlands für die europäische Kultur exemplarisch sind. Auf dem Programm stehen u.a. der Aufenthalt in der "*Rebel City*" *Cork*, der Besuch des beeindruckenden Museums in *Cobh* zur Geschichte der Emigration und der *Great Famine*, die Fahrt durch Gaeltacht-Gebiete in den Südwesten mit Zwischenstopp in *Blarney Castle*, Wanderungen entlang der Steilküste zu prähistorischen *wedge tombs*, *dolmens*, *alignments*, *Ogham Stones*, zu frühchristlichen *beehive-dwellings* und *St Brendan's Well*, zu einer Burgruine der anglo-normannischen Eroberer und zum gewaltigen *Leacanabuaile Stone Fort*, ein Abstecher in den *Killarney National Park* (*Muckross House*, *Muckross Abbey*) und in den *Derrynane National Park* (Besichtigung der *Church Island* und des Hauses von Daniel O'Connell incl. Filmvorführung über die Bedeutung O'Connells innerhalb der irischen Geschichte), die Fahrt entlang des *Skellig Ring* nach *Ballinskelligs* (*Gaeltacht*), der Besuch des *Skellig Heritage Centre* (Diashow und Ausstellung zur Geschichte von *Skellig Michael*), des *Valentia Heritage Centre* und von *singing pubs* (*traditional Irish music/Irish dance*) sowie (*weather permitting*) eine vierstündige Bootsfahrt auf dem Atlantik zum Weltkulturerbe *Skellig Michael*.

Vorträge vor Ort zur Geschichte und Kultur sowie zur Literatur Irlands sollen den informativen Rahmen setzen, der durch Hinweise und Erläuterungen zu den jeweiligen *sites* ergänzt wird. **Der Erwerb eines *Cultural Studies*-Scheins (Hauptstudium) ist möglich, jedoch nicht Pflicht für die Teilnahme an der Exkursion.** Für den Scheinerwerb gelten die üblichen Bedingungen (*oral presentation* und *term paper* (15-20 pp. in English)).

Voraussichtliche Kosten (Erfahrungswert): ca. 650 Euro (incl. Linienflüge mit *Aer Lingus*, Leihbus, B&B, alle Ausflüge und Eintrittsgelder). Weitere Details sind beim Vortreffen zu erfahren.

Hauptseminare (Higher-level seminars)

35 787 Science and Literature Studies
2 st., Di 16-18, H12

Zwierlein

Since the mid-1980s, 'Science and Literature Studies' have become an exceptionally productive area of literary and cultural criticism. This seminar will discuss theoretical issues in some detail and then look at late-twentieth century and twenty-first century literature (novels, drama, and poetry) engaging with scientific issues such as chaos theory, Heisenberg's uncertainty principle, evolutionism, or neurology: Tom Stoppard's *Arcadia* (1993), Jeanette Winterson's *Gut Symmetries* (1997), Ian McEwan's *Enduring Love* (1997), Timberlake Wertenbaker's *After Darwin* (1998), Michael Frayn's *Copenhagen* (1998), J.M. Coetzee's *The Lives of Animals* (1999), David Morley's *Scientific Papers* (2002), and Ian McEwan's *Saturday* (2005). In terms of the theoretical background, we will look at the famous 'two-cultures debate' (between T.H. Huxley and Matthew Arnold in the nineteenth and between C.P. Snow and F.R. Leavis in the twentieth century), the emerging distinction between 'professional science' and 'cultural science' (Cordle), issues of narration and representation – according to Gillian Beer, Victorian scientific knowledge was generated "between metaphors sustained in narrative" –, and questions of the cross-fertilization of scientific and literary writings. Besides, we will engage with Ludwik Fleck's and Gaston Bachelard's work on 'styles of thinking' as preconditions for the emergence of scientific knowledge, Thomas Kuhn's thesis of the 'paradigm shift', as well as issues of authority in science and the 'social embeddedness' of the natural sciences, productively opened up by Steven Shapin in *A Social History of Truth* (1994). Various potential functions of literature vis-à-vis the natural sciences will also be of interest, such as the idea of literature as creating independent models of reality which may then, as in the fictional counter-worlds of dystopia and satire, take on a 'corrective function', or ideas of literature as a store, catalyst and anticipant of scientific models of knowledge. — Requirements: regular attendance, reading the assigned texts, active participation, an oral presentation / a team-teaching session, and a term paper in English (c. 15-20 pages).

Texts: Tom Stoppard, *Arcadia* (London: Faber and Faber, 1993); Jeanette Winterson, *Gut Symmetries* (London: Granta Books, 1997); Ian McEwan, *Enduring Love* (London: Vintage, 1997); Timberlake Wertenbaker, *After Darwin* (London: Faber and Faber, 1998); Michael Frayn, *Copenhagen* (1998; London: Anchor Books, 2000); J.M. Coetzee, *The Lives of Animals* (London: Profile Books, 1999); David Morley, *Scientific Papers* (London: Carcanet, 2002); Ian McEwan, *Saturday* (London: Vintage, 2005). Other texts will be made available in a 'Semesterapparat' and on the K-Drive.

35 788 Victorian Gothic
2 st., Do 10-12, ZH 6

N.N.

This class will be concerned with the second wave of Gothic writing emerging during the second half of the 19th century. The texts we will read in this class include seminal texts of the genre, such as Robert Louis Stevenson's *The Strange Case of Dr Jekyll and Mr Hyde* and Bram Stoker's *Dracula*, but also less popular examples like Henry James's *The Turn of the Screw* and short fiction by Rudyard Kipling. — Texts: Students should buy and read Robert Louis Stevenson, *The Strange Case of Dr Jekyll and Mr Hyde*, Bram Stoker, *Dracula*, Henry James, *The Turn of the Screw*. (All available as Oxford World's Classics (2008), which in the case of Stevenson and James contain further useful texts; but other editions are also acceptable, provided they are not simplified or abridged versions for learners of English.) Useful further reading: Terry Heller, *The Delights of Terror*, Urbana: University of Illinois Press, 1987; Tzvetan Todorov, *Einführung in die fantastische Literatur*, Frankfurt: Ullstein, 1975. — Requirements: regular attendance, reading the assigned texts, active participation, an oral presentation/ team-teaching session, and a term paper in English (c. 15-20 pages).

Taking its cue from this semester's lecture series on 'Gender and Creation', this seminar inquires more specifically into the modes and conditions, as well as representations, of female authorship from early modern times to the present. Virginia Woolf's famous essay "A Room of One's Own" (1929), describing the short – and unproductive – life of a fictitious "Judith Shakespeare", emphasized early modern impediments to female authorship. But over the last thirty to forty years, scholarship has rediscovered a number of productive "Shakespeare's sisters" who lived and wrote during the early modern era, and who even participated in the allegedly male-dominated scene of playwriting. Starting with recent debates on the possible female co-authorship of early modern stage plays, we will then look at Mary Wroth's writings (also in relation to those of her famous uncle, Philip Sidney), the seventeenth-century "Battle of the Sexes" and texts by Aemilia Lanyer, Rachel Speght, Katherine Philips, Margaret Cavendish, and Aphra Behn. We will then turn to concepts of creativity and authorship in Mary Shelley's *Frankenstein* (1818), Emily Brontë's *Wuthering Heights* (1847) and George Eliot's *Middlemarch* (1871-72), and, finally, to representations of authorship and 'gender-bending' in Virginia Woolf's *Orlando* (1928) and Jeanette Winterson's *Written on the Body* (1992). In terms of feminist criticism and gender theory, we will be looking at texts by Mary Wollstonecraft, Virginia Woolf, Simone de Beauvoir, Germaine Greer, Julia Kristeva, Hélène Cixous, Luce Irigaray, Elaine Showalter, Camille Paglia, Toril Moi, Christina von Braun, and Judith Butler. — Requirements: regular attendance, reading the assigned texts, active participation, an oral presentation / a team-teaching session, and a term paper in English (c. 15-20 pages).

Texts: Paul Salzman, ed., *An Anthology of Seventeenth-Century Fiction* (Oxford: OUP, 1991 – contains Wroth's *Urania* and Cavendish's *The Blazing World*); *The Poems of Aemilia Lanyer*, ed. Susanne Woods (New York: OUP, 1993); Mary Shelley, *Frankenstein*, ed. Maurice Hindle (London: Penguin, 2003); Emily Brontë, *Wuthering Heights*, ed. Pauline Nestor (London: Penguin, 1995); George Eliot, *Middlemarch*, ed. David Carroll (Oxford: OUP, 1996); Virginia Woolf, *A Room of One's Own* (London: Penguin, 1945); Virginia Woolf, *Orlando* (London: Penguin, 2000); Jeanette Winterson, *Written on the Body* (London: Vintage, 1992). In addition you might consider purchasing: Kate Aughterson, *Renaissance Woman: A Sourcebook: Constructions of Femininity in England* (London: Routledge, 1995); Maroula Joannou, *Contemporary Women's Writing* (Manchester: Manchester University Press, 2000). Other texts will be made available in a 'Semesterapparat' and on the K-Drive.

Postmodern art forms mirror our forms of life as relative, ungrounded, made up of mere cultural convention and tradition, without any identifiable origin or goal. This is essentially due to the fact that we are exposed to a plurality of cultures, narratives, traditions, and forms of behaviour which can neither be hierarchically ordered nor proved as true or untrue. From the 1950s onwards up to the very present have artists endeavoured to give expression to this assumed groundlessness of all human life in their works. As for contemporary theatre and drama, boundaries and potentials of traditional dramatic expression have been expanded and / or crucially altered (plotless plays, fragmentation of character into multiple personas, voices or even objects, the use of multimedia, merging of diverse styles and genres).

In this seminar, we will look at the contribution and response of drama to social and cultural debates around the role of art, gender and sexuality, the family, religion and atheism, authority, tradition, superstition, and magic realism. Requirements: regular attendance, reading the compulsory texts, active participation, an oral presentation / a team-teaching session, and a term paper in English (~ 15-20 pages). Against the backdrop of post-modern(ist) theory and historical, political, and social contexts, the following works will be analysed and discussed (works in **bold letters: compulsory reading**; others eligible for presentations):

1. Samuel Beckett, ***Waiting for Godot***, *Endgame*, and *Film 2*. Harold Pinter, ***The Caretaker*** and *The Room*
3. Tom Stoppard, ***Rosencrantz and Guildenstern Are Dead***
4. Edward Bond, *Lear* and *The Pope's Wedding*

5. Peter Nichols, *A Piece of My Mind* 6. Caryl Churchill, *Top Girls* 7. Peter Shaffer, *Amadeus* 8. Joe Orton, *What the Butler Saw* 9. David Hare, *The Blue Room* 10. Brian Friel, *Translations* 11. Conor McPherson, *The Weir* 12. Martin McDonagh, *The Beauty Queen of Leenane* and *The Pillowman* 13. Tom Murphy, *The Sanctuary Lamp* 14. Sarah Kane, *Blasted* 15. Howard Barker, *The Europeans* 16. Marina Carr, *Portia Coughlan*
Recommended introductory reading: Stephen Watt, *Postmodern Drama. Reading the Contemporary Stage* (University of Michigan Press, 1998)

35 791 Shakespeare's Histories
2 st., Do 16-18, S 008

N.N.

This class will provide the opportunity to get acquainted with three of Shakespeare's history plays: *Richard II*, *Henry V* and *Richard III*. We will discuss models of kingship in the respective plays as well as problems of history writing (and the writing of histories) as well as the relationship between politics and rhetoric. — Texts: William Shakespeare, *Richard II*, *Richard III*, *Henry V*. (Preferably buy New Cambridge or Arden editions.) Useful further reading: Graham Holderness, *Shakespeare: the Histories*, New York: St. Martin's, 2000. — Requirements: regular attendance, reading the assigned texts, active participation, an oral presentation/ team-teaching session, and a term paper in English (c. 15-20 pages).

Seminare (seminars)

35 795 Reading and Discussion: Childhood and Memory in Recent British Fiction
2 st., Mi 8-10, ZH6

N.N.

In recent British fiction, the theme of memory, particularly of childhood memory, has (once again) become quite prominent. In this class, we will discuss three texts by contemporary British authors revolving around this motif: Ian McEwan's *Atonement*, Michael Frayn's *Spies* and Kazuo Ishiguro's *Never Let Me Go*, considering in particular how the thematic focus influences narrative technique. — Texts: Please buy Michael Frayn, *Spies*, London: Faber & Faber, 2003, Kazuo Ishiguro, *Never Let Me Go*, London: Faber & Faber, 2006, and Ian McEwan, *Atonement*, London: Random House, 2007, and read *Atonement* before term begins. — Requirements: regular attendance, reading the assigned texts, active participation, and a final written exam.

Übung (Reading Classes – voluntary)

35 796 Gender and Creation: Reading Class
1 st., Mo 11-12, PT 1.0.1

Zwierlein

This reading class will explore in more detail some of the texts covered both in the lecture series on 'Gender and Creation' and in the HS 'Female Authorship through the Ages'. We will do in-depth analyses and close readings of selected key passages, and students will be encouraged to try out various theoretical approaches, attend to relations and connections between the texts, and discuss relevant cultural contexts. Students are also welcome to co-design the reading programme.

35 797 The Nation's Favourite Poems. Reading Class
1 st., Mi 13-14, ZH 5

N.N.

This class will complement the lecture of the same title. We will practise close readings of representative poems through the ages. Texts will be made available in class. — Useful further reading: Griff Rhys Jones (ed.) *The Nation's Favourite Poems*, London: BBC Worldwide, 2006; Peter Hühn, *Geschichte der englischen Lyrik*, Tübingen: Francke (UTB), 1995; Christoph Bode, *Einführung in die Lyrik-analyse*, Trier: WVT, 2001.

Academic Writing

35 846 2 st., Fr 12-14, W 116

Balestrini

→ see description on p. 21

Credit for: all MAs of Department of English and American Studies

M.A. American Studies and M.A. European-American Studies

Vorlesungen (Lectures)

35 802 American Cultures and Literatures from the Revolution Through the Civil War
2 st., Do 10-12, H 9 Hebel

The lecture course is the second part of the survey of American cultural and literary history but it can, of course, be attended separately from any of the other parts. Individual lectures will discuss, e.g., the nationally defining cultural production of the American Revolution and the Early National Period, (late) eighteenth-century American autobiographies as constructions of exemplary American lives, the beginnings and first flowering of the American novel, the emergence and rise of the American short story, prospect poetry and romantic (Fireside) poetry, the women's movement in the Early Republic and in antebellum America, African American culture and literature during slavery, abolitionist literature, Native American voices, early American drama and theater, American Transcendentalism, the American Renaissance. Visual materials, esp. from the fields of American historical painting, popular prints, and early cultural anthropology, will be included prominently in the presentations as visual representations have played a significant role in the construction and contestation of American identities. Theoretical issues widely debated in American Studies, e.g. the redefinition of the "American Renaissance" and the role of texts in the processes of national identity formation, will be given due consideration throughout the course. A weekly tutorial will be offered for those students who wish to further discuss the materials presented in the lectures and/or prepare for their exams. — Requirements for credit: Regular attendance, final test.

Course materials and recommended readings (all with extended bibliographical documentation; further bibliographical references will be provided throughout the term):

Baym, Nina et al., eds. *The Norton Anthology of American Literature: Volume A*. 7th Edition. New York: Norton, 2008.

Boyer, Paul et al, eds. *The Enduring Vision: A History of the American People*. 6th Edition. Boston: Houghton Mifflin, 2008.

Hebel, Udo. *Einführung in die Amerikanistik/American Studies*. Stuttgart: Metzler, 2008.

Credit for: BA, Lehramt, Magister, MAS, MEAS

Cultural Studies Advanced

35 830 Topical Issues in Contemporary American Culture
2 st., Fr 12-14, ZH 5

Uppendahl

This class will explore major developments in recent American culture. Attention will be paid to important trends and crucial events since the 1990s and their historical and cultural significance. Issues to be discussed will include landmark U.S. Supreme Court cases; trends in American foreign policy and relations; demographical changes; major social and political controversies involving race and ethnicity; Native Americans; issues in education (e.g., admission policies, bilingual education, home schooling, creationism); American

self-definitions and collective memory after 9/11; religion in America; American culture and violence; U.S. economy and business values; expressions of popular culture; recent election campaigns and results. – Participants from the old Lehramt-Studiengang are strongly advised to have completed “Introduction to American Studies”; all participants are expected to already have or acquire a firm footing in American history and culture. – Course materials will be drawn, for instance, from newspapers, journals, magazines, and encompass textual as well as visual materials, which allow for a discussion of America’s many tensions, paradoxes, and promises. Requirements will include an oral presentation, active in-class participation, and an 8- to 10-page research paper.
Credit for: BA, Lehramt, Magister, MAS

35 832 Multilingual North America
2 st., Mi 12-14, R 009

Szlezák

“No matter how many American citizens may look back to different linguistic pasts and family documents, or be fluent in other languages now, U.S. politicians and educators have supported the steady scaling down of required language education (. . .). World citizenship as an educational ideal is believed to be attainable in English alone, the concept of ‘language rights’ is little known, and the word ‘bilingualism’ carries the association of a social burden (. . .). Multilingualism is a goal neither for the Right nor for the Left in the United States today” (Werner Sollors. Introduction. *Multilingual America*. Ed. Werner Sollors. New York: New York UP: 1998. 2.) – In this course we will retrace the development of various speech communities both in the U.S. and in Canada, including their first appearance on the North American continent, their embedment in the respective ethnic group, their interrelationship with the English language, and their chances for survival. After analyzing the phenomenon of multilingualism in its historical and cultural context and determining its role in a society (presumably) dominated by English, we will examine U.S. policies on this matter and draw a comparison to strategies employed in Canada for meeting the challenges of an ethnically and linguistically multifaceted society. A course pack containing the required readings will be provided at the beginning of the semester. Participants in this course will be expected to contribute participation in class as well as an oral presentation; a 10- to 12-page term paper is the requirement for obtaining credit.
Credit for: Lehramt (Profilmodul), Magister, MAS, MEAS

Hauptseminare (Higher-level seminars)

35 837 Trust in America
2 st., Di 14-16, ZH 5

Hebel

Recent political, economic, and cultural controversies and crises have raised the issue of trust as an essential component of U.S. American history, society, and international relations. Barack Obama’s promise to restore trust in the government and its domestic and international politics during the 2008 presidential campaign was instrumental in bringing him to the White House, and his State of the Union address of 24 February 2009 stresses his administration’s determination to restore trust in America. Drawing on a variety of materials and media, the seminar will explore institutions and traditions of trust in America from the colonial period through the immediate present. Individual sessions will focus on the following topics: seventeenth-century Puritan religious concepts, views of history, and rhetoric patterns as a source of trust for the New England colonists; exceptionalist notions of the new U.S. American nation as affirmation of its universally redeeming role; broken treaties and unfulfilled promises in U.S. American history; the 1930s as a decade of ideological crisis and restoration; 9/11 as a national challenge; notions of the individual; ‘trusted American heroes’; (immigrant) success stories as narratives of trust; presidential speeches as a source of affirmation and national trust; the Supreme Court and the judicial system as trusted authority; American Civil Religion; sites of memory as sites of trust; media

and (mis)trust in representation; religion and individual/collective trust. — A syllabus and list of topics will be presented and discussed during the first meeting. — Requirements for credit: regular attendance, presentation, two papers (some 10 pages each).
Credit for: MAS, Magister, Lehramt (Profilmodul)

35 838 European-American Dislocations
2 st., Fr 8-10, ZH 5

Balestrini

In his essay "On a Book Entitled *Lolita*," Vladimir Nabokov reflects on his novel *Lolita* and recapitulates his career as a prolific Russian writer who, upon emigrating to the United States, switched to English. "It had taken me," he claims, "some forty years to invent Russia and Western Europe, and now (when writing *Lolita*) I was faced by the task of inventing America." Despite the huge success of *Lolita*, he laments his "private tragedy" of having "had to abandon (his) natural idiom, (his) untrammelled, rich, and infinitely docile Russian tongue for a second-rate brand of English (. . .)." Taking *Lolita*, with its European narrator and American title character as a point of departure, we will explore the artistic, stylistic, thematic, and further consequences of being dislocated or of voluntarily relocating from Europe to the United States. In addition to Nabokov, we will look at other artists who experienced such a change of location and who are by virtue of their occupation somehow linked to the cultural world evoked by *Lolita*. Transatlantic representatives of the film industry (such as Alfred Hitchcock and Marlene Dietrich) come to mind here. While popular culture will play a role in this discussion, aesthetic and philosophical schools of thought (such as Adorno and the Frankfurt School) will also be considered. — A reading list will be made available to registered students by the end of September 2009. Course requirements: active participation, in-class presentation, annotated bibliography, paper proposal, two research papers (8 to 10 pages each).

Credit for: MAS, MEAS, Magister, Lehramt (Profilmodul)

Oberseminar

35 846 Recent Research in American Studies
2 st., Do 12-14, ZH 5

Hebel

The course provides a forum of scholarly exchange in the field of American Studies. Students who are currently working on their doctoral and master's theses will present their projects and invite critical responses from the audience. American Studies research projects currently pursued or in the planning stage at the University of Regensburg will be presented for critical examination. Special guest lectures and roundtables with international scholars will also be part of the course program and give course participants the opportunity to share their ideas with external experts in their respective fields.

The schedule will be available by early October 2009 (and be mailed to students registered for the course). Credit for: MAS, MEAS

Kurse in der Eingangsphase der Master-Programme

35 844 Reading and Discussion: American Literary and Cultural History
2 st., Mi 10-12, ZH 6

Hebel

description: see above; Credit for MAS.

35 848 Readings in European-American Cultural Relations
2 st., Mi 8-10, PT 1.0.2

Balestrini

On the basis of key texts and visual documents, we will discuss mutual perceptions, political interaction, social ties, and cultural exchange between Europe and the United States over the centuries. Among the topics covered in this course are Europe's colonial expansion.

sion into the New World, eighteenth-century debates about progress and decline, European-American relations in the "Age of Atlantic Revolutions," migration history, American capitalism and notions of modernity, the 'Americanization' of Europe, and the role of the U.S. in postmodern mindsets. – Requirements: active participation, presentation, 10- to 12-page research paper. Credit for: MEAS

35 849 Fundamentals of American Studies
2 st., Do 14-16, W 116

Bauridl

The course traces methods and theoretical perspectives within the field of American Studies from its beginnings to the historical, political, visual, performative, and transnational turn of New American Studies. The course provides an introduction to graduate work in American Studies and offers a broad understanding of theoretical concepts defining the field. We will trace the development of the discipline by looking at the kinds of scholarly works that have made up the corpus of American Studies over time, including recent texts by German Americanists as well as programmatic *American Quarterly* articles. Course requirements include regular attendance, active in-class participation, an oral presentation, a critical review (10-12 pp.), and one annotated bibliography defining a subset of works in American Studies methods, theories, or topics. A course reader will be available from Digital Print, Ludwig-Thoma-Str. 27. Recommended Material:

Maddox, Lucy, ed. *Locating American Studies: The Evolution of a Discipline*. Baltimore, MD: Johns Hopkins UP, 1999.

Pease, Donald E., and Robyn Wiegman, eds. *The Futures of American Studies*. Durham, NC: Duke UP, 2002.

Rowe, John Carlos, ed. *Post-Nationalist American Studies*. Berkeley: U of California P, 2000.

Credit for MAS

35 850 Academic Writing / Academic Skills (M.A. course)
2 st., Fr 12-14, W 116

Balestrini

This course is specially designed to meet some of the targets of the new Master's programs and aims to guide students through the complexities of organizing and drafting an advanced research paper. Besides the acquisition of skills of language and information management, students will learn how to read their drafts as their potential readers might so that they can recognize unnecessarily difficult or empty passages and then revise them effectively. We will analyze and critically evaluate different text types from the fields of literary studies, linguistics, and cultural studies in order to acquire the basic literacy skills necessary for the writing of convincing academic discussions. Participants will also gain insight into the vast area of general and specific sources which are indispensable for a successful academic approach to a topic and learn how to distinguish between sources which are valuable/reliable and those which are not. By the end of this course, students should be able to approach a topic in an analytical way, select appropriate information, discuss contrary views, and master text cohesion and academic style in their own writing. Requirements for a Schein will be regular attendance, active participation in analytical in-class discussions, oral presentations on research projects, and two short essays (one research proposal and one critical analysis) on topics relating to either literary studies, linguistics, or cultural studies. – Texts: Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams, eds. *The Craft of Research*. 3rd ed. Chicago: U of Chicago P, 2008; information on further readings will be given in class. Credit for: all MAs of Department of English and American Studies

Courses by other departments and groups:

Political Science:

33 304, VL, Die Außenpolitik der USA, 2 st., Di 16-18, H 2 (Bierling);
Credit for: MAS and MEAS

33 327, Ü, Simulation Conference National Model United Nations (NMUN), 2 st., March 2010, New York (N.N.).

As the class size is limited to 20 students, please apply for this class by early July 2009; Credit for: MAS and MEAS

33 328, Ü, The United Nations: Norms, Structures, Processes (Preparatory course for the NMUN conference), 2 st., Mi 16-18, PT 1.0.4 (N.N.).

As the class size is limited to 20 students, please apply for this class by early July 2009. Credit for: MAS and MEAS

33 329, Übung, Debating the Iraq War (instruction in Englisch), 2 st., Di 10-11:30, PT 1.0.4 (Groitl); Credit for: MAS and MEAS

German Studies:

HS, Vom Wandern und Auswandern in der deutschen Literatur, 2 st., Mo 8:30-10 (Regener).

Registration: 22 July 2009, 14:30, H2. Credit for: MEAS.



C. For Fun

(open to students of all levels)

35 856	Anglistisch-Amerikanistisches Filmgespräch 2 st., Mi 18-20, ZH 6	McIntosh-Schneider
35 858	Australian Film Evening 2 st., Zeit u. Ort s. Aushang Supplementary Oral Practice 2 st.	Hill
35 857	Zeit und Ort s. Aushang	N.N.
35 859	Zeit und Ort s. Aushang	de Carlo
35 860	Zeit und Ort s. Aushang	Thurston
35 861	Scots Gaelic (Beginners) 2 st., Mi 10-12, PT 3.2.58	Dunphy
35 862	Scots Gaelic (Intermediate) 2 st., Mo 16-18, PT 3.2.43	McKay
35 864	Tandem Mentoring 2 st., Zeit und Ort s. Aushang	Uppendahl
35 866	RUPs, too 2 st., Zeit und Ort s. Aushang	Kohen

RUPs, too

The RUPs have been a part of the University of Regensburg for over 40 years now, and they are still going strong. The main goals of the acting troupe are to provide quality entertainment in English and a medium for interested students to improve their own proficiency in the language. Any students who are interested in joining the group, whether as backstage crew or on stage, are welcome to join us. Auditions for roles are held at the beginning of every semester, but acting experience is not necessary. Not every person can act every semester, but we always have a place for people who are interested in team work and enjoy a nice group atmosphere. For more information please contact Jamie Kohen in her office hours, Tue 13-14 und Wed 11-12 in PT 3.2.50, or by email: jamie.kohen@sprachlit.uni-regensburg.de, or check out the RUPs, too website at www.rups.info.

MultiMediaZentrum, Universitätsbibliothek

Mon.–Thu.: 9.30–12.00 und 13.30–15.30 (Wed. bis 17.00)

Here you can find hundreds of British and American films / documentaries on video and DVD, which may be borrowed by students. Presently, an audio-book collection is being built up as well.

You can find the catalogues on the homepage of the university library.

Rivendell

This is an English-language e-mail forum for students, a great opportunity to practice your English and have some fun. (URL: <http://www.dunphy.de/rivendell.htm>, also accessible via the Homepage of the Department (URL: see page 3!) >> "Links and Resources").

Trip to Irland

Each semester, 1-2 trips to Ireland are offered by the department (see section „M.A. British Studies“). If you are interested, contact Dr. Lenz (PT 3.2.62) as soon as possible, as participation is limited.